

DOCUMENT RESUME

ED 180 635

PS 011 119

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TITLE Music and Creative Movement: Arizona HSST/CDA
Competency Based Training Module #23.
INSTITUTION Pinal County Community Coll. District, Coolidge,
Ariz. Arizona/Nevada Child Development Associates.
SPONS AGENCY Administration for Children, Youth, and Families
(DHEW), Washington, D.C.
PUB DATE [78]
CONTRACT 190-78-0003
NOTE 24p.: For other modules in this series, see PS 011
100-128
AVAILABLE FROM Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247
(\$0.33 per module)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Child Care Workers: Creative Activities: Early
Childhood Education: *Movement Education: *Music
Activities: Musical Instruments: *Performance Based
Teacher Education: Postsecondary Education:
*Preschool Teachers: Singing: *Training
IDENTIFIERS *CDA: Child Development Associate

ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern increase musical experiences in his or her classroom. Objectives are presented along with suggested activities for achieving each objective, and an assessment checklist. Also provided is a study guide emphasizing the values of musical activities in the early childhood classroom, singing, listening and rhythm activities, ways to create music, creative movement, playing musical instruments, and music curriculum plans. Resources for further study along with some supplemental materials are also provided. (Author/MP)

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Competency Based Training Module #23

MUSIC AND CREATIVE MOVEMENT

by

Carolyn Brownrigg

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NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA Advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your CDA Advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your Advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your Advisor will evaluate your performance in each of the objectives. S/he may do so right away on the basis of skills you already have, or s/he may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell s/him that you have the skills. If your advisor has already observed some of the skills before you entered this module, s/he may check you off on those skills without further observation.

When your Advisor has evaluated your performance in an objective area as satisfactory, s/he will initial and date that objective as completed in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: how much time and effort you can put into it; how much help your Advisor can give you; how much experience and training you have already had.

The Arizona/Nevada HSST/CDA Program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

MUSIC AND CREATIVE MOVEMENT

CDA TRAINING MODULE #23

By Carolyn Brownrigg
Edited by Warren Miller

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This module relates to the following CDA Competencies:*

- B. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE
(see items 1, 3, 6, and 7)
- C. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH
(see item 1)
- F. DESIGN AND IMPLEMENT A PROGRAM SENSITIVE TO THE CULTURAL NEEDS OF THE
CHILDREN IN THE GROUP
(see items 1 and 2)

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* for reference, see the Arizona HSST/CDA "CDA Assessment"

INTRODUCTION

This module will serve as a guide with which you can increase the musical experiences in your classroom. Music, in one form or another, is important to all of us and part of our daily lives. It is a natural route for self-expression. Through it emotions and feelings such as wonder, happiness, sadness, pain, strength, love and anger can be expressed.

Children are naturally creative. Unfortunately, many children learn at an early age to suppress their natural creativity because it is not accepted, or because it is ridiculed. As early childhood teachers, we must learn to accept and encourage children's efforts to express themselves creatively.

Music also offers children the opportunity to work cooperatively in a group, through activities such as singing, playing musical games, or dancing.

The many values of music for your children indicate that it should be an important part of every school day.

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name _____

Date of Entry _____ Date of Completion _____

OBJECTIVES

1. The intern will be able to discuss the importance of music and creative movement in the early childhood curriculum.

ASSESSMENT_____
date/initial

2. The intern will introduce new songs to the children, including songs from the children's cultural background.

ASSESSMENT_____
date/initial

3. The intern will use techniques to add variety and interest to the children's singing.

ASSESSMENT_____
date/initialSUGGESTED ACTIVITIES

1. Read Section I of the Study Guide.
 - a. Observe children in a musical activity and discuss the various skills they are using.
 - b. Observe children in a musical activity and discuss the vocabulary and concepts they may be developing.
 - c. Observe children using musical instruments creatively and compare their involvement with that of children using art materials creatively.
 - d. Observe a musical activity in another classroom.
 - e. Explain the benefits of musical activities and creative movement to one or more parents.
2. Read Section II of the Study Guide.
 - a. Find some sources for new songs. Try books, records, the children, parents, other staff members.
 - b. Teach several new songs to the children, using the ideas from the Study Guide.
 - c. Use drums or other cultural props if appropriate.
3. Try some of the following techniques:
 - a. Accompany the children's singing with guitar, autoharp, piano, or other instrument.
 - b. Have the children act out the story in a song, such as "Mary Had A Little Lamb."
 - c. Try singing the same song in different ways: loud, soft; standing up, sitting down; marching, tiptoeing.

OBJECTIVES

4. The intern will provide a variety of listening experiences for the children.

ASSESSMENTdate/initial

5. The intern will provide experiences in rhythm.

ASSESSMENTdate/initial

6. The intern will encourage and provide opportunities for children to create and improvise with music.

ASSESSMENTdate/initialSUGGESTED ACTIVITIES

4. Read Section III of the Study Guide.

- a. Provide a variety of materials which produce sounds for the children to experiment with. Place them in a music interest center.
- b. Provide a listening area where children can select records or cassette tapes and play them by themselves.
- c. Play listening games, such as "Can you guess what is in the can by the sound?", with a small group of children.
- d. Play different kinds of recorded music for the children. Show pictures of the people who live where the music originated. Talk about how the music makes you feel.
- e. Take the children on a listening trip to hear and discuss sounds all around them.

5. Read Section IV of the Study Guide.

- a. Provide rhythm instruments, such as claves, maracas, drums, castanets, washboards. Place them in a music interest center.
- b. Use rhythm instruments to accompany group singing.
- c. Provide whole-body rhythm activities, such as marching, patterned dances, and creative movement to music.
- d. Teach children to clap in rhythm by using game songs, such as the "Dog Named Bingo".
- e. Ask the children to listen for natural rhythms or rhythms produced by machines and repeat the rhythms they hear. Examples: horse galloping, horse trotting, cricket chirping.

6. Read Section V of the Study Guide.

- a. Encourage the children to make up their own songs by helping them make up simple songs or chants based on situations that occur in the classroom.
- b. Provide opportunities for the children to create using melodic instruments (instruments which produce different pitches. Examples: xylophone, bells, whistles, autoharp, songflutes, kazoos).

OBJECTIVES

7. The intern will allow the children the enjoyment of expressing themselves through creative movement.

ASSESSMENTdate/initial

8. The intern will use appropriate techniques to encourage student enjoyment and exploration of musical instruments.

ASSESSMENTdate/initialSUGGESTED ACTIVITIES

- c. Have a small group of children form a jug band. Provide them with instruments such as kazoos, washtub base, washboard, and tambourine.
7. Read Section VI of the Study Guide.
- a. Try a mood movement activity - play different types of recorded music and ask the children to move the way the music makes them feel. Use a range of instrumental music from Caribbean steel drums to Brahms lullabies.
- b. Give the children a subject and ask them to imitate that subject in movement. Start with animal subjects and move to more abstract subjects such as the wind in the top of a big tree. (See the Supplement for other subject areas)
- c. Provide props and music. Allow the children to select their own props and improvise movement.
- d. Provide some large climbing blocks or other apparatus to allow the children to assume different positions in height. Provide music and give the children a subject like a sunflower growing.
8. Read Section VII of the Study Guide. (See also the activities listed under Objective 6)
- a. Provide both rhythm and melodic instruments for the children's use in a music interest center. Do not put all the instruments out at one time - rotate them to keep the children interested.
- b. Begin to acquaint the children with different types of instruments by inviting performers to play for the children.
- c. Demonstrate for a small group of children the way different instruments make sounds. Show the children an instrument which makes sound by a vibrating piece of metal (xylophone, bell), by a vibrating string (guitar, autoharp), by a vibrating column of air (songflute). Allow the children to try each one.

OBJECTIVES

9. The intern will provide opportunities for children to make or find their own musical instruments.

ASSESSMENTdate/initial

10. The intern will plan a music and creative movement curriculum for use in the classroom.

ASSESSMENTdate/initial

11. The intern, together with other staff, children and parents, will evaluate the program of music and creative movement activities.

ASSESSMENTdate/initialSUGGESTED ACTIVITIES

9. Explore with your children the musical possibilities of everyday items:

- a. Gather materials and help the children make one or more of the instruments listed in the Supplement.
- b. Take the children on a scavenging trip to find things that will make musical sounds. Provide each child with a short stick to use as a drumstick.

10. Read Section VIII of the Study Guide.

- a. Plan a curriculum for one week, using all of the types of musical and creative movement activities discussed in this module. Plan some activities which require group time; use some musical activities as transitions; use music for setting the children's moods or as a background for other activities.
- b. Revise the curriculum plan after trying it for one week. Make a plan which provides a regular balance of different types of musical and creative movement activities.

11. Evaluate your music curriculum both informally and formally:

- a. Talk informally with other staff members, children, and parents about activities they have participated in or observed.
- b. Ask your advisor to evaluate your music program using the Music Curriculum Checklist in the Supplement.
- c. Fill out the checklist yourself, and discuss your responses with your advisor.

STUDY GUIDE

I. The values of musical activities in the early childhood classroom.

A. Music can allow children to express emotions and set the children's mood.

1. Play singing games like "Ten Little Monkeys Jumping On The Bed" which give the children (and yourself) a chance to really yell. You may be surprised at how much pent-up feeling is released harmlessly.
2. Use soft, quiet music on records or tapes when you want to calm the children down, or want them to talk quietly. Use fast, loud music when you want to get the children excited. Try alternating different kinds of music and asking the children to move around the way it makes them feel.

B. Music is a good tool for developing the children's receptive listening skills. (See also Module #13 - Communications and Language Skills)

1. Children can learn to hear the difference between different rhythms, pitches, instruments, and singers.
2. Children begin to develop an appreciation for different kinds of music.

C. Musical activities aid in the development of muscles and coordination.

1. The vocal cords (which produce the sounds of both speech and singing) are controlled by muscles, and these muscles need to be exercised just like other muscles do.
2. Large muscles are developed by activities like marching, hopping, or skipping to music, dancing, either free-form or following a pattern as in musical games or traditional dances.
3. Small muscles and fine coordination are developed by playing instruments and doing finger plays.
4. All kinds of rhythmic activities develop body rhythm and muscle coordination.

D. Musical activities can play an important part in enhancing a child's self-concept.

1. Singing may be the first time that a shy child raises his voice above a whisper. Give genuine praise to the child when this occurs: "You really sang well today, Trudy. Would you like to pick a song for us to sing next?"
2. Recognize children by name in songs. Example: Play a musical guessing game with the children, like:

Someone has a red dress,
A red dress, a red dress,
Someone has a red dress,
Can you tell me who?

3. Select children by name for special privileges, like playing different musical instruments, or leading the children in marching or singing.
 4. Praise children by name for their musical achievements.
- E. Music is a great way for children to express their natural creativity.
1. Allow the children freedom to experiment with different sounds and instruments.
 2. Encourage them to sing freely and to make up songs.
- F. Musical activities help to develop language and communication skills.
1. Songs can teach concepts: vocabulary, counting, good health habits, social skills (like sharing, taking turns), and almost anything.
 2. Story songs, like "Ten Little Monkeys Jumping on the Bed" are good starting points for discussions: "Why did the doctor say: 'NO MORE MONKEYS JUMPING ON THE BED'? Was he mad? Who was he mad at? Did you ever feel mad enough to yell like the doctor?" Carry this a step further, and have the children take parts and act out the story while they sing.
 3. The patterns of words in favorite songs will be remembered easily, and will help the child form his own words into similar patterns. You can encourage this transfer by taking a familiar song and changing the words around to fit a child in the class. Example: Instead of "Mary Had A Little Lamb", try "Johnny had a little dog, its hair was brown like dirt."

II. Singing

- A. Where, When and How to use songs.
1. Use songs frequently and informally, as well as during a set singing time (if you have one).
 2. Children should sing every day--but this may or may not be during a special time for singing.
 - a. Use songs for transitions between activities - to get children ready for lunch or story time or to get them back together after free-choice times for group activities. Anytime the children have to wait for a short time, take the frustration out of waiting by singing.
 - b. Use songs ritually - start the day with the same song; use the same song for birthdays; use the same song regularly before brushing teeth or going outside or when greeting a new child. Children need the security of some regular events in the classroom that they can count on. They will be very quick to point it out if you forget the regular songs in their regular places.
 3. Use songs as singing games or have the children act out the stories in songs while they sing.

- a. Play games like "Ring Around the Rosy" and "The Farmer in the Dell". Encourage the children to sing while they play. This will be difficult for some of the children at first.
- b. Have the children act out story songs like "The Old Woman Who Swallowed a Fly" (see card file). You may want to make props for the children to use.
4. Try singing the same song in different ways: loud, soft, in a whisper; fast, slow; sitting, standing, marching, hopping; with instruments and without.
5. You and the children can make up your own songs. They don't have to be long or complicated:

"How are you?" "I'm fine. I'm fine."

"What do you like to eat?" "Ice cream."

B. Concepts to remember about singing.

1. Children enjoy repeating songs they like.
2. Children like singing quick, lively songs more often than slow ones.
3. Children enjoy funny songs and nonsense songs.
4. We all have a speaking and a singing voice. Help children become aware of this by saying the words to a song in your speaking voice - then use your singing voice for the same song.
5. The ability to carry a tune improves with practice and good listening habits.
6. Children do not understand the limiting adult concept of "appropriateness" for time or situation. If they want to sing "Jingle Bells" in May, or "Good Morning" before going home, join them enthusiastically.

C. Ideas for introducing a new song.

1. For several days allow children to play a cassette recording you have made of the new song. Children would rather hear your voice than a record of a professional singer.
2. Tell a story about the new song. ("Once there was a little girl named Mary. She had a little lamb...")
3. Repeat the words for the song several times (break up the phrases if they are too long for your children to remember).
4. Translating the song words to the child's primary language may help him/her understand the song more clearly - even if the song is sung in English.
5. Sing the song to the children several times, encouraging them to join you.

6. Let the children sing the song several times if they seem to enjoy it.
7. You should not have to "drill" the children to get them to learn a new song. If they don't pick it up easily, come back to it at some later time, or forget about it all together if it seems too difficult.

III. Listening activities.

- A. Play records or tapes during quiet times like rest period.
- B. Use a variety of records or tapes so your children can get to know and appreciate several kinds of music.
 1. Traditional music from the children's culture or other cultures.
 2. Folk music - guitar, banjo, dulcimer.
 3. Modern - jazz, rock.
 4. Classical
- C. Build up your classroom selection of cassette tapes or records.
 1. Ask parents to donate records or tapes.
 2. Check for loan sources like libraries.
 3. Use a cassette recorder to copy borrowed records.
- D. Set up a music interest area in your classroom.
 1. Use something soft on the floor (pillows, rugs, sheepskins).
 2. Have attractive pictures on the walls of musical subjects.
 3. Let children select their own music, and operate the record player or cassette recorder. First show the children how to use the machine carefully. Then explain the rules for use of the machine (Example: Only one child can operate the machine at a time; the volume must not be so loud as to disturb other children's activities; records or tapes are not to be taken out of the listening area). Watch the listening area closely at first until the children develop good use habits.
 4. Use a screen or room divider (like the "Sound Wall" described in the card file), to create a boundary for the area.
- E. Be aware of sound around you.
 1. Go for a "Listening Walk" to listen to all the sounds in the outdoors.
 2. Take time for everyone to listen to classroom sounds.
 3. Have the children respond to cues in music: March in a circle - step high when the music is loud, tiptoe when the music is soft. Or play musical chairs.

IV. Rhythm

A. Clapping

1. Clap with one hand above the other so clapping sound isn't as loud.
2. The teacher should model the pattern to be clapped by the children.
3. Use simple rhythms (with four beats to a measure) at first. You want your children to succeed and to enjoy themselves.
4. Possible patterns:

clap, clap, clap, clap
clap, clap, rest, clap
clap, clap, clap, rest

5. After children are comfortable with clapping rhythms you can try:
"Hand Jives"
 - a. Sit in a circle
 - b. Model rhythm by clapping, stamping feet, or slapping knees. For instance, you might try clapping twice, slapping knees twice, then stomping twice.

B. Hearing the rhythm or "beat".

1. When some child is walking around the room, tell him/her that you are going to match the rhythm of their walk with the drum. Then do it. This helps children to become aware of their own rhythmic patterns.
2. See card file for additional activities.

V. Creating Music.

- A. Children are naturally creative. If you provide them with time space, and materials (musical instruments and/or props) they will create their own music.
- B. Provide a music/listening interest area - it should be divided from the rest of the room. It might include the following:
 1. A cassette tape recorder or record player the children can use themselves.
 2. Both rhythm and melodic instruments.
 - a. Rhythm instruments are instruments which produce only one pitch sound (drums, maracas, tambourine).
 - b. Melodic instruments are capable of producing different pitches (xylophone, autoharp, slide whistle).
 3. Props related to music and creative movement (band leaders baton, hats for marching, scarves).

- C. Allow the children to create freely with the instruments and materials you have provided. Intervene only if asked, or to provide encouragement or praise when indicated.

VI. Creative Movement

A. Beginning exercises:

1. Rolling over and over
2. Stretching
3. Bending
4. Swinging the arms
5. Getting up from the floor quickly
6. Sit in a circle and see how much movement can be done without standing up.

B. Possible subjects for creative movement:

1. Grow like a weed
2. Shine like a star
3. Bloom like a flower
4. Stretch like a rubber band
5. Knot like a rope

C. Concepts to remember:

1. There are as many ideas for creative movements as there are people in the world.
2. Encourage children to use their ideas for dances or creative movement.
3. Move with your children so they won't be tempted to imitate you and just stand and watch.
4. Use appropriate music for the type of creative movement.
5. Before starting a creative movement activity, discuss the subject with the children, or let them suggest the subject. If possible, watch the subject (like clouds being blown by the wind).

VII. Musical instruments.

A. Playing instruments:

1. The children should be allowed to play any instrument in the classroom. If hands, or the tools provided for the instrument are used, no harm should be done to the instrument.

2. Music should be fun; instruments should not be played with the thought of developing great performers or performances.
3. Use a variety of instruments. Resonator bells, autoharp, guitar, and piano are great to have in the classroom. If you live in or near a city, perhaps someone will donate an old piano (or sell it for a dollar) if he/she knows it is for a school and the school will come and get it.
4. Provide instruments capable of making different pitches as well as rhythm instruments.

B. Making or finding your own instruments:

1. See the card file for ways to make your own instruments.
2. Either you or the children can make suitable rhythm instruments for your class or for the children to take home.
3. Look for possible sound sources in your area - sheep or cow bells.
4. You can make a music wall by putting shelves along a wall with music makers on them (pans, clay pots, cans, anything that makes a sound when struck with a drum stick). Attach a drum stick to the wall with a string so the children can experiment with the sounds.

VIII. Planning a Music Curriculum.

- A. Plan with input from the children, other members of the teaching staff, and parents. For more ideas on methods for doing this, see Module #4 - Cooperative Planning.
- B. Music and creative movement activities may take place individually and spontaneously during child-initiated activity time. They may also take place with teacher direction in small or large groups. Some examples of activities appropriate to each setting are:
 1. Individual activities:
 - a. Selecting and listening to records (with headset, if available).
 - b. Playing musical instruments.
 - c. Singing, making up songs.
 2. Small groups:
 - a. Playing rhythm band instruments.
 - b. Creative movement with props.
 - c. Listening to a performer (a parent who plays guitar or piano?)
 - d. Singing.

3. Large groups:
 - a. Active musical games.
 - b. Singing
 - c. Marching
- C. Musical activities are very useful as transitions from one activity to another. Example: If children have to wait for their turn to wash their hands, get them to sing a hand-washing song.
- D. Decide how often and when you will use musical activities. For example, you may decide to have:
 1. Singing - every day.
 2. Rythm activities - once a week.
 3. Creative movement/dance - twice a week.
 4. Listening to different kinds of recorded music - once a week.
 5. Musical games - twice a week.
 6. Music interest center - always available (materials in this center should change to keep the children interested).
- E. Plan specific activities a week or more at a time.
- F. Plan your activities in a developmental sequence (See Module #8 - Observing Individual Children and Module #9 - Comparing Observations with Recognized Norms for more information). Your activities should not be too difficult, or too easy for the children. The activities should get progressively more difficult, each new activity building upon skills the children have already learned.
- G. Evaluate your musical activities periodically as an aid to planning effectively. Involve the children, other teaching staff, and parents in your evaluation process.

RESOURCES FOR FURTHER STUDY

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SUPPLEMENT

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SUPPLEMENT #1

MUSIC AND CREATIVE MOVEMENT CHECKLIST

Check if
Applies

Does the curriculum:

- _____ 1. Provide rhythm experiences?
- _____ 2. Provide opportunities for group singing?
- _____ 3. Provide musical games?
- _____ 4. Provide creative movement experiences?
- _____ 5. Provide opportunities for the children to listen to various types of music?
- _____ 6. Allow the children to experiment with and express themselves with musical instruments?
- _____ 7. Provide positive experiences, with out the possibility of "failure"?
- _____ 8. Provide opportunities for parents or other community members, with musical abilities to perform for the children?

Does the Intern:

- _____ 9. Allow the children opportunities to create freely, without always providing a pattern for them?
- _____ 10. Encourage children to participate in music and creative movement activities without forcing them?
- _____ 11. Join in enthusiastically in music and creative movement activities?
- _____ 12. Guide children to use musical instruments correctly (in a way that does not damage the instrument or hurt other children)?
- _____ 13. Encourage children to help select music activities?

Do the Children:

- _____ 14. Participate actively and enthusiastically in music and creative movement activities?
- _____ 15. Participate without feeling "failure" or frustration at not being able to do some activities expected of them?
- _____ 16. Express themselves creatively in song and with musical instruments?

SUPPLEMENT #2

MAKING MUSICAL INSTRUMENTS

Here are some easy to make musical instruments. The materials should be readily available.

TAMBOURINE

1. 1 aluminum pie plate or sturdy 6" diameter paper plate, 6 pop bottle tops, thin wire or string, tempera paint.
2. Paint a design on the pie plate. Flatten bottle tops. Punch a hole in each of the six tops and six holes evenly distributed around the edge of the plate. Attach wire or string to caps and plate leaving enough room for the caps to rattle against the plate.

MARACAS

1. 2 plastic lemons or limes, 2 sticks, rice or beans, masking tape.
2. Partially fill lemons with rice or beans or other suitable fillings. Glue sticks securely or tape in place.

RHYTHM STICKS

1. 1/2 inch dowels or broom sticks, paint, saw.
2. Cut sticks into 1 foot lengths and paint.

SAND BLOCKS

1. 2 small wooden blocks (3" X 2" X 1"), 2 handles or spools, sand paper, glue.
2. Glue sandpaper to one 3" side of block. Glue spool or handle to the other 3" side.

DRUMS

1. Goatskin or innertube rubber, tacks or laces, oatmeal boxes, ice cream containers, large cans, or empty nail kegs; paint or construction paper.
2. Soak goatskin in water for 20 minutes, stretch or lace tightly over container (nail keg or can). Tack. Decorate. OR Stretch rubber over container. Tack or lace securely. Decorate.

DRUMSTICKS

1. 2 small rubber balls, 2 pencils or sticks, glue.
2. Punch hole in ball, insert stick and glue in place.

DRUMSTICKS

1. 2 spools, soft fabric scraps, 2 sticks, glue.
2. Insert pencils or sticks in end of spool. Wrap several layers of fabric around spool, then tie in place.

RATTLES

1. Plastic bottles with caps or bandaid boxes or small milk cartons, small rocks, corn, beans, etc. Paint or construction paper.
2. Fill container with rocks, etc., then cover securely. Paint or glue construction paper on cartons.

HARP

1. Several rubber bands, wood or cardboard (heavy), saw.
2. Make a triangle from the wood or heavy cardboard with slits for the rubber bands. Place rubber bands in slits.

BANJO

1. Cigar box, rubber bands, cardboard.
2. String rubber bands over cigar box. (Tighten on bottom to produce more tones.) Insert piece of cardboard under rubber bands at one end. Try pressing different bands to produce more tones.

POP ORCHESTRA

1. Several rubber bands, assorted sizes of empty cans.
2. String rubber band from top to bottom of can. Pluck. (Each can will make a different sound.)

MUSICAL GLASSES

1. Use glasses or bottles filled with different amounts of colored water and a drumstick to make different sounds.



SUPPLEMENT #3

IDEAS FOR CREATIVE MOVEMENT

- A. Use streamers of ribbons, fabric or toilet paper when dancing to feel motion.
- B. Get a large square of light weight fabric, let children hold the edges, moving the cloth as a group to music.
- C. Use some of these subjects for creative movement:
 - 1. Be rain or snow falling.
 - 2. Be trees or bushes moving in the wind.
 - 3. Be a new born lamb.
 - 4. Be a horse rolling in the sand.
 - 5. Be a twirling "dust devil".
 - 6. Move to the music on a record or tape.
 - 7. Move to the rhythm of a drum, tambourine, rhythm sticks, etc.

SUPPLEMENT #4

IDEAS FOR RHYTHM ACTIVITIES

A. To help children become aware of the "beat" or tempo in songs, you might try the following activities:

1. Recite the lyrics to a song or poem, stressing the beat by saying the words slowly and with emphasis.

"Lit-tle Miss Muffet
Sat on a tuf-fet
Ea-ting curds and whey
A-long came a spi-der
Who set down be-side her
And frigh-tened Miss Muf-fet a-way."

2. Form a circle with the children. Say the poem or whatever several times with the children. (Make sure everyone knows it.)
3. Throw a rather heavy, sturdy beanbag to a student on beat. Have that student throw the beanbag to the next. (Everyone keeps repeating poem.)
4. Later try throwing to anyone in the circle while maintaining beat and repeating poem.
5. Try instrumental music, throwing the beanbag in time with the music. (Batcheller, 1975)

B. Sit on the floor in a circle. Repeat the words to the following song until you are sure the children know it. Then sing the words to the tune "The Bear Went Over the Mountain".

Johnny hammers with one hammer
Johnny hammers with one hammer
Johnny hammers with one hammer
He hammers and hammers all day.

Bang floor with one fist on
each beat.

Johnny hammers with two hammers
Johnny hammers with two hammers
Johnny hammers with two hammers
He hammers and hammers all day.

Bang floor with both fists
on each beat.

Johnny hammers with three hammers
etc.
(same pattern as other lines)

Bang floor with fists and one
foot on each beat.

Johnny hammers with four hammers
etc.
(same pattern as other lines)

Bang floor with fists and both
feet on each beat.

(Batcheller, 1975)